

KYAE Common Core Standards PD FY2011-2012

Unpacking Chart for Writing Standards (9th-10th Grade)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
W9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.					
W9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	Introduce Distinguish Create	(Precise)Claims Claims from alternate or opposing claims Organization	Write arguments	Analyze	Give students two articles to read that present two different arguments about a topic, e.g., the controversy over whether eating eggs is detrimental to your health, whether children's vaccines cause autism, whether a neighborhood school should be closed, or the views of two political candidates. (Many choices are available on the Internet or select articles from your local newspaper.) Ask students to read the first article, underlining the claims made in the article about the topic. Have them read the second article and highlight the claims they find there. Ask them to place the claims from each article on a Venn diagram. Any overlapping claims can go in the middle. Ask individual students to read a claim and give the reasons and evidence supporting it from the article.

W9-10.1b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	Develop	Claims and counterclaims	Write arguments	Create/Synthesize	Show students the advertisements for a well-known product. Choose one that the majority of students may have used, e.g., the store brand of paper towels, pain reliever, flashlight batteries. Ask the class to tell you some reasons why, according to the ad, the store brand is the one to purchase. Write the claims on the board along with supporting evidence for strengths and limitations students give. Then ask students to spend about five minutes writing counter claims for the store-brand item (even if they don't believe them). They also must supply evidence of the strengths and limitations of their product. Ask students to share their writing. Compare counter claims with the claims you wrote on the board.
W9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and	Use	Words, phrases and clauses (to link major sections of the text, create cohesion and clarify relationships)	Write arguments	Create/Synthesize	Give students an advertisement showing a special value for a product, e.g., two pairs of glasses for the price of one, purchase of a new car with 0% APR, free shipping on all merchandise. Talk about the ad and the claims made. Then ask students to write an argument to create relationships between the ad's claims and the reasons given for them, between the reasons and the evidence given, and between claims and any counterclaims they want to introduce, e.g., other dealers have an APR of 10% or higher, others charge a purchase minimum of \$50 to qualify for free shipping.

evidence, and between claim(s) and counterclaims.					
W9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Establish and maintain	Formal style and objective tone	Write arguments	Create/Synthesize	Ask students to think about an argument they might make to the Public Service Commission against the raising of rates (an actual possibility or not) for the gas and electric company (or any other policy that would affect all students in your class). Remind students that they must make their claims and then give supporting reasons and evidence for those claims. Ask students to take about seven minutes to write a draft formal letter to the PSC in which they lay out their claims, the reasons for their claims, and evidence of their claims. Remind them that their writing must have a focus and a purpose and must be compatible with the audience addressed.
W9-10.1e Provide a concluding statement or section that follows from and supports the argument presented.	Provide	Concluding statement or section	Write arguments	Create/Synthesize	Remove the concluding paragraph of an editorial from the local newspaper in which the writer argues his point of view on a topic. Give students a copy of the editorial, read through it as a class and discuss the topic. Then ask students to spend a few minutes writing the concluding paragraph to the editorial. Ask them to share their writing with the class.

W9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.					
W9-10.2a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	Introduce Organize	Topic (Complex) Ideas, concepts and information	Write informative/explanatory texts	Create/Synthesize	Give students a group of facts about the GED (or any topic of your choosing that has meaning to the students), e.g., when/why was it begun, how many tests have there been over the years, what are the requirements for earning a GED credential, what well-known people have earned a GED? Tell them you know the time is short, but you would like them to take 5-8 minutes to write a draft informative text about the GED taken from the facts given them. Remind students that their main goal is to present their ideas clearly and accurately.
W9-10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other	Develop	Topic	Write informative/explanatory texts	Create/Synthesize	Present students with a writing prompt about which they have some knowledge, e.g., the kinds of jobs that are available in the local area, the loss of a large employer in the community, the building of a mall in an already high traffic area. Ask them to write a draft informative text that they could read at a neighborhood meeting or submit as a letter to the editor that develops the topic with facts and details and with quotations, definitions, or examples.

information and examples appropriate to the audience's knowledge of the topic.					
W9-10.2c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	Use	(Appropriate and varied) Transitions (to link major sections of text, create cohesion, and clarify relationships)	Informative/explanatory texts	Create/Synthesize	Give students a street map of a local area, showing landmarks, cross streets, and points of interest. (A Google map would work well.) Ask students to use the map to write an explanatory text of how to get from Point A to Point B. Remind them to use transition words such as, <i>then</i> , <i>next</i> , and <i>after</i> to connect the various directions to each other. Remind them to give landmarks to the reader as well, e.g., on the right you will see ..., there is a restaurant on the corner, straight ahead is a statue of Ask them to share their work. Did everyone take the same route? Did some look for the shortest way?
W9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic.	Use	Precise language and domain-specific vocabulary	Write Informative/explanatory texts	Create/Synthesize	Have students read the directions explaining how to do something, e.g., how to program a DVR, how to make chili, how to put together a bicycle. Talk about any vocabulary in the instructions that is specific to the project, e.g., digital storage device, guide button, cloves (garlic), coarsely chopped, Allen keys, Philips head screw drivers. Give students about five minutes to write a draft summary of the

					instructions using at least three of the specific vocabulary words you have discussed. Then ask them to share their writings.
W9-10.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Establish and maintain	Formal style and objective tone	Write informative/explanatory texts	Create/Synthesize	Ask students to pretend they have to give a report at work or in science class about the water cycle. Give them a diagram of the water cycle and ask them to write an explanation of the cycle to present to the class. Remind students that their explanation has to be clear and accurate and that they should use domain specific vocabulary. Students also need to remember this is a formal presentation and their paper should reflect that. Give them five to eight minutes and then ask them to share their work with the class.
W9-10.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Provide	Concluding statement or section	Write informative/explanatory texts	Create/Synthesize	Give students a copy of a medical article about mosquito-borne diseases (e.g., West Nile and encephalitis) from which you have removed the concluding paragraph. Ask them to read the article and to write the concluding section based on the information they read in the article.

W9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W9-10.3a Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	Engage and orient Create	Reader (by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters) (Smooth) Progression of experiences and events	Write narratives	Create/synthesize	A very short overview of the meaning of property line surveys, survey markers, and survey maps might be a helpful prelude to this activity. Then give students the following scenario. You are out with two neighbors when they begin to argue over whose property a particular tree is on. One neighbor wants to cut the tree down and the other does not. Ask students to write a draft narrative that describes this situation, what led up to this argument, the point of view of each neighbor. Ask students to think about how the neighbors can solve this problem, what chain of events might have led to the problem and what will happen when a determination is made about the property line?
W9-10.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop	Use	Narrative techniques (to develop experiences, events, and/or characters)	Write narratives	Create/synthesize	Present students with this scenario. You have been involved in an automobile accident that is not your fault. The police and your insurance company have asked you to write your account of what happened. Please recount the events of the accident in a chronological order. Include a description with details about what happened. Also include any conversation you had with the other party involved in the accident using

experiences, events, and/or characters.					direct quotations when you can. Be specific and straightforward.
W9-10.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	Use	Variety of techniques (to sequence events)	Write narratives	Create/Synthesize	Tell students that you want them to pretend they are applying for a job. The person who is interviewing them has asked that they write a narrative of their work experience going back 10 years or three jobs. This may be a fictitious account if students wish. They need to name their employer, give the dates of their employment, give their title and write a paragraph about their responsibilities. Ask that students to include how what they learned in one job helped them in the next job.
W9-10.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	Use	(Precise) Words and phrases, telling details, and sensory language	Write narratives	Create/synthesize	Ask students to think about a TV show or movie they have watched recently and a particular scene in the TV show or movie that they remember. Ask them to do a quick-write narrative describing that scene to a family member or friend. Ask them to include specific details and use as much sensory language as they can. Ask students to share and discuss sensory language used.

W9-10.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Provide	Conclusion	Write narratives	Create/synthesize	Give students a copy of a photograph (e.g., from newspaper, magazine, Internet). Ask them to view the photograph and think of a scenario that could have led up to the scene in the photo. Then ask them to write what they think happened after the photograph was taken – a conclusion based on not only the photo, but also on what led up to the photo. Ask them to include in the conclusion a short reflection of the experience depicted in the photograph.
W9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Produce	Clear and coherent writing	Writing	Create/Synthesize	Give students a copy of an advertisement for a new car. Ask them to consider all aspects of the ad and then to take what they have learned to write a narrative. The narrative must have the same task and purpose and be directed to the same audience as the advertisement, except that it will be in narrative form. Give students about 5-7 minutes to complete their writing. Ask them to share their work with the class.

<p>W9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10, NRS Level 5, on page 54.)</p>	<p>Develop and strengthen</p>	<p>Writing</p>	<p>Writing</p>	<p>Analyze</p>	<p>Give students a copy of two-three short paragraphs you have assembled with groups of facts about heart disease. The facts should be loosely related to each other. Ask student to read through the paragraphs revising and editing them. Tell them when it is complete that the information sheet will be shared with other students in the adult education program. Give students five to seven minutes to complete their editing. Use an LCD projector, document camera, or overhead projector to display the paragraphs and ask students to share their edits. Show the edits students suggest on the projected material.</p>
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W9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	Use	Technology, including the Internet	Produce, publish and update writing products	Create/synthesize	Depending on the number of computers available, have students work individually, in pairs, or in small groups. Load some graphics and text, including headlines for an ad (topic of your choice) into a Word document on each available computer. Ask students to arrange the graphics, text, and headlines to create an ad that will attract a reader's attention. Students may use any or all materials that you provide and may add any text or graphics of their own. Give students about 10 – 12 minutes, and then ask them to save and print their ad. Have students share with the class.
W9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem;	Conduct	(Short and more sustained) Research projects	Research projects	Analyze	Depending on number of students you have, ask students to form three groups. Give all groups a question about a topic of interest, e.g., What are the qualifications for mayor of our city/town? What are cataracts? What are the ingredients in Coca Cola/Big Red/Ginger ale? Then ask that students go to the computers and, using an available search engine, complete an Internet search for the question's answer. Give students 5-7 minutes to find an answer and then ask each group to share with the others. Did everyone find the

narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.					same information? Are the facts the same? What do you do if they are not?
W9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text	Gather Assess Integrate	Information Usefulness of each source Information into text	Answer research question	Analyze	<p>Give students two documents that describe how to do something, e.g., the Heimlich Maneuver, http://heimlichinstitute.com/page.php?id=34 and http://www.ehow.com/how_14949_heimlich-maneuver.html</p> <p>Ask students to read the two documents looking for the answer to a question you have asked, e.g., the sign recognized universally as the choking sign. Ask them which document was most useful in answering the question and ask them to summarize orally the information they found. Using the print copy of one of the documents, ask students to write a citation for that document. Discuss the results in class.</p>

selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.					
W9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.					
W9-10.9a Apply <i>NRS Level 5 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work”).	Analyze (how an author draws on and transforms source material)	Specific work of literature	Literature or informational texts	Analyze	Find a poem about an event that students know about and was in the news (e.g., 9-11, the Japanese tsunami 2011, the Challenger disaster). There are some poems available on the Internet. Ask students to think about the actual event – what do they remember about it? Then read them the poem and ask them to talk about how the poet transformed the facts of the event into a meaningful poetic remembrance.
W9-10.9b Apply <i>NRS Level 5 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in	Delineate and evaluate Identify	Argument and specific claims False statements and fallacious reasoning	In a text	Analyze	Give students a copy of a persuasive article about recycling. (There are several available on the Internet.) Ask students to make some notes delineating and evaluating the argument and any specific claims that are made in the article. Is there any faulty or irrelevant information in the article? Have students share what they found and discuss their points with the class.

a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).					
W9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Write	Range of tasks, purposes, and audiences	Writing (for a range of tasks, purposes and audience)	Create/synthesize	Ask students to indicate whether the various types of writing you have listed on the board would be classed as formal or informal writing. Include things like, memos, grocery lists, note to a teacher, letter to a family member, letter to the editor, recipe. Then ask students to pick one of the types of writing and use it to do a quick write (about 5-7 minutes).

KYAE Common Core Standards PD FY2011-2012

Unpacking Chart for Writing Standards (11th-12th Grade)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
W11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.					
W11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	Introduce Establish Distinguish Create	(Precise) Claims Significance of claims Claim from alternate or opposing claims Organization	Write arguments	Analyze	Give student two ads for the same item – one ad for a store-brand item and one ad for a name-brand item. Ask students to highlight the claims in both ads. Are there any counter-claims in either of the ads? Ask students to pick one of the ads and list the claims, reasons and evidence for the claims.
W11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and	Develop	Claim(s) and counterclaims	Write Arguments	Create/Synthesize	Ask students to present an argument creating both claims and counterclaims (e.g., why /why not students should remain in school until they are 18; why or why not gambling

limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.					should be allowed in the state; why or why not a liquor license should be given to a neighborhood dining establishment). Ask students to point out the strengths and limitations of the claims and counterclaims. Ask students to share their work with the class.
W11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	Use	Words, phrases, and clauses as well as varied syntax (to link major sections of the text, create cohesion, and clarify relationships)	Write arguments	Create/synthesize	Ask students to think of their favorite commercial on TV. Tell them that you would like them to write an argument for using that product – using the same reasons and evidence that the commercial uses, except that theirs will be written out. Students should use the reasons and evidence cited to support their claims. Tell students that you want them to concentrate on words, phrases, and clauses that will link the sections of text and clarify relationships between claims and

					reasons and between reasons and evidence.
W11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Establish and maintain	Formal style and objective tone	Write arguments	Create/Synthesize	Ask students to write a note to their boss presenting reasons why they should be excused from work to attend a child's/grandchild's weekly baseball/softball game. The note should be written in a formal tone, using valid reasoning.
W11-12.1e Provide a concluding statement or section that follows from and supports the argument presented.	Provide	Concluding statement or section	Write arguments	Create/Synthesize	Share with students some facts from a well-known murder trial, e.g., O.J. Simpson, Casey Anthony, Saddam Hussein. Ask students to consider these facts and write a concluding statement for the case. When all are done, ask students to share with the class. Review the actual outcome of the trial with students.

W11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W11-12.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	Introduce Organize	Topic (Complex) Ideas, concepts, and information	Write informative/explanatory texts	Create/Synthesize	Give students a quick writing prompt, e.g., Present three reasons how receiving a GED credential will impact your lives (or any other topic you feel would be relevant to your students' daily lives). Ask students to begin with what they would consider the least important reason and use that reason to build to the second reason, etc. Ask students to share their work with the class.
W11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	Develop	Topic	Write informative/explanatory texts	Create/synthesize	Tell students to pretend they are being considered for a new job or a promotion in their current job. The boss will make a decision based on a writing prospective employees submit. The informative text should explain why the student is most qualified for the job, including relevant facts

					and concrete details. (This may be fictitious and students may choose the job for which they are applying.)
W11-12.2c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	Use	(Appropriate and varied) Transitions and syntax (to link major sections of the text, create cohesion, and clarify relationships)	Write informative/explanatory texts	Create/synthesize	Give students 5-7 paragraphs from an explanation of how to test insulin levels and administer insulin if needed. Any transition statements between original paragraphs should be removed before giving information sheets to students. Ask students to create their own transitions between the paragraphs and to clarify relationships between ideas in the text. Share any transition statements that had been removed from the original document with students when they are through.

W11-12.2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	Use	Precise language, domain-specific vocabulary, and techniques	Write informative/explanatory texts	Analyze	Give students a description of how to do something, e.g., how to plant a garden, how to lay a carpet, how to detail a car, or any other general interest topic. After they have read the description, talk about any domain specific vocabulary. Then review what a metaphor, simile and analogy are. Ask students to pick two of the techniques and create a simile, metaphor, or analogy based on the information in the article.
W11-12.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Establish and maintain	Formal style and objective tone	Write informative/explanatory texts	Create/synthesize	Ask students to draft a letter to the governor of their state asking for additional funding to support education in their county. Remind the students that this will be a formal letter and that to have impact it must be written clearly and accurately.

W11-12.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Provide	Concluding statement or section	Write informative/explanatory texts	Create/synthesize	Give students a copy of a news article about a crime that was reported in your local paper. Based on the information in the article, ask students to provide a concluding statement or section. The statement should support the information given in the article. Ask students to share their statements with the class and discuss the relevance of each.
W11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.					
W11-12.3a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	Engage and orient Create	Reader (by setting out a problem, situation, or observation and its significance) (Smooth) Progression of experiences and events	Write narratives	Create/synthesize	Ask your students to think about this scenario: You have been asked by your best friend to attend a special event (e.g., sporting, concert, play). You are so excited – this is something that you really want to do. Then you remember that your wife/husband/child/significant other has

					asked that you do something with him/her on that very same day, at the very same time— nothing to compare with your best friend’s offer, however. Please write a short narrative setting out the situation and giving a brief description of the viewpoints of the three people involved – your best friend, yourself and the person who asked you first.
W11-12.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	Use	Narrative techniques (to develop experiences, events, and/or characters)	Write narratives	Create/synthesis	Ask students to write a short, quick narrative describing an interview that they might have had for a job (can be real or fictitious). Ask them to include details such as who the prospective employer was, the job being applied for, the conversation that took place as dialogue and a brief reflection of how they felt the interview went. Have students share their writing with the class.

W11-12.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	Use	Variety of techniques (to sequence events)	Write narratives	Create/synthesize	Ask students to write a short narrative of their path to adult education class. When did they begin to think about attending? What circumstances led to their decision to become an adult education student? What outcome do they hope for? e.g., better reading/writing and math skills, better job, retaining a job, GED. Encourage students to think sequentially about what happened first, second, etc., leading to their resolution to begin classes.
W11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	Use	(Precise) Words and phrases, telling details and sensory language	Write narratives	Create/synthesize	Ask students to think about the “best” dinner they have ever had. Was it a family gathering, a quiet dinner for two, a picnic in the park, a holiday dinner, or a dinner in a special restaurant? What made it so special? Who was there? Ask students to write a narrative telling about that experience

					and describing in detail what they saw, smelled, tasted, felt and heard during that meal. Ask students to share their writing with the class.
W11-12.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Provide	Conclusion	Write narratives	Create/synthesize	Ask students to think about a current movie or TV show they have seen or a book they have read. Ask them to think about the experiences and events that took place and then to write a conclusion that is different from the original conclusion, but that could still logically follow from what happened in the story. Ask students to share their writings with the class.
W11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in	Produce	Clear and coherent writing	Writing	Create/synthesize	Ask students to write a note to the Better Business Bureau complaining about a roofing company that did an inadequate job putting on a new roof. Ask students to be specific in complaints

standards 1–3 above.)					and provide written examples of the shoddy work. Remind students that this is a formal note.
W11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12, NRS Level 6, on page 54.)	Develop and strengthen	Writing	Writing	Create/synthesize	Give students an account of an event (sporting, social, political) that recently took place locally or nationally. Ask students to read the account and then rewrite it from the perspective of a participant in the event, rather than an observer like the newspaper reporter. Students will have an opportunity to provide a first-hand account addressing what is most significant from a participant's point of view.
W11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing	Use	Technology, including the Internet	Produce, publish and update writing products	Create/synthesize	Ask students to work in small groups to create a flyer on the computer for the adult education program. Ask them to include the days and hours the program is

feedback, including new arguments or information.					<p>open, its exact location, a phone number and some facts about the benefits of attending. Tell students this will be a draft, but they will have more time to work on the flyers later. After 10 minutes or so, ask students to print their draft flyers and have the class provide feedback for later updates and revisions.</p> <p>When they are complete, the flyers can be printed and placed at locations throughout the neighborhood.</p>
W11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating	<p>Conduct</p> <p>Narrow or broaden</p> <p>Synthesize</p>	<p>(Short and more sustained) Research projects</p> <p>Inquiry (when appropriate)</p> <p>Multiple sources</p>	Research projects	Analyze	Ask students to consider a topic of interest, e.g., number of crimes committed locally, top performing schools in the area, qualifications for president and vice-president of the United States. Once a topic is chosen, ask students to work in small groups to decide on a question that they have about the

understanding of the subject under investigation.					topic. Then give students about 10 minutes to research the question on the Internet, using an available search engine. Ask them also to make a note of the URL where they find the information. When time is up, ask groups to give a short report to the class.
W11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for	Gather Assess Integrate	Information Strengths and limitations of each source Information into text	Gather information to integrate into text	Analyze	Give students multiple accounts of an event that has received lots of coverage in the local or national news, e.g., magazine articles, newspaper articles, editorials or letters to the editor; Internet searches. Ask students to decide which of the sources best met the criteria of task, purpose and audience and to write a short explanation of why they feel that way, citing information from the sources to support their reasons. Ask them to

citation.					create a citation to represent the material from the news document they referenced.
W11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.					
W11-12.9a Apply <i>NRS Level 6 Reading standards</i> to literature (e.g., “Demonstrate knowledge of foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).	Demonstrate	Knowledge (of foundational work of American literature)	Literary or informational texts	Analyze	Give students excerpts from two political speeches that present opposing views, e.g., from city or county, state or national politicians. Perhaps something from each party. If the speeches are long, select only the portions of both that address the same topic. Ask students to create a short summary of how the two documents treat the same topic differently. Have students share their efforts in class.
W11-12.9b Apply <i>NRS Level 6 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal	Delineate and evaluate	Reasoning (in seminal U.S. texts)	Literary or informational texts	Analysis	This activity may require a little prework in providing background information. For example – give students an overview of U.S.

U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., presidential addresses]”).					<p>history at the time of the writing of the U.S. constitution.</p> <p>Ask students to read the preamble to the Constitution of the United States. Discuss vocabulary words that they have questions about, e.g., domestic tranquility, posterity. Ask them to think about the circumstances that spurred the writing. Then ask them to write their own analysis of the reasons for writing the Preamble and the meaning of the Preamble. Who are the “People of the United States,” who are “We the people.” Ask students to share their thoughts with the class.</p>
W11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single	Write	Range of tasks, purposes, and audiences	Writing (for a range of tasks, purposes, and audiences)	Create/Synthesize	Give students a list of purposes and audiences for writing, e.g., thank you note to best friend, note to child’s teacher, note to employer, letter

sitting or a day or two) for a range of tasks, purposes, and audiences.					to prospective employer outlining qualifications, letter to the editor and any others that you think are appropriate Ask students to pick one and do a quick write that will match the purpose and audience selected.
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